

CHAPTER 13
CRITERIA OF COMPETENT PERFORMANCE

[Prior to 6/15/88 see Professional Teaching Practices Commission[640] Ch 4]
[Prior to 5/16/90: see Professional Teaching Practices Commission[287] Ch 4]

282—13.1(272) General. The standards listed in this chapter are held to be generally accepted minimal standards within the teaching profession in Iowa with respect to competent performance and therefore are declared to be the criteria of competency adopted pursuant to the provisions of Iowa Code chapter 272. In this respect, professional incompetence is a ground for filing a complaint with the board on the issue of license revocation or suspension. A final administrative or judicial determination of incompetence in Iowa Code chapter 279 proceedings should prompt careful review and consideration on the issue of whether a complaint should be filed.

282—13.2(272) Scope of standards. The standards set forth herein shall apply to all licensed practitioners as defined in Iowa Code chapter 272.

In this regard, no finding of professional incompetency shall be made except where a preponderance of evidence exists as to such incompetency.

282—13.3 Reserved.

282—13.4(272) Definitions. As used herein the following words and terms have these meanings:

“Administrative and supervisory personnel.” Any licensed employee such as superintendent, assistant superintendent, principal, assistant principal, or other supervisory or administrative personnel who does not have as a primary duty the instruction of pupils in the schools.

“Available.” That which can be used or obtained.

“Communication skills.” The capacity, ability, or act of giving, or giving and receiving, through any of the senses, information, ideas, and attitudes.

“Competent.” The ability or fitness to discharge the required duties.

“Designated task.” The duty or assignment for which the individual is responsible at any given time.

“Diagnosis.” Identification of needs, strengths and weaknesses through examination, observation and analysis.

“Educator.” Any person engaged in the instructional program including those engaged in teaching, administering and supervising, and who are required to be licensed.

“Effective.” Producing a definite, desired result.

“Management.” Controlling, supervising and guiding the efforts of others.

“Policy.” Authorized written and dated expressions of intent by the school board which have been communicated to the educator and which reflect the general principles guiding the efforts of the school district toward approved goals.

“Reasonable.” Just; proper. Ordinary or usual. Fit and appropriate to the end in view.

“Teacher.” Any licensed employee who is regularly employed for the instruction of pupils in the schools, and all other licensed persons not defined as administrative and supervisory personnel.

282—13.5(272) Administrative and supervisory requirements of educators.

13.5(1) Competent educators must possess the abilities and skills necessary to perform the designated task. Each educator shall:

- a. Keep records in accordance with law and policies of the school district.
- b. Supervise district students and school personnel in accordance with law and policies of the school district.
- c. Recognize the role and function of community agencies and groups as they relate to the school and to the educator's position including, but not limited to, health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

13.5(2) Each teacher shall:

- a. Utilize appropriate and available instructional materials and equipment necessary to accomplish the designated task.
- b. Adhere to and enforce lawful policies of the school district which have been communicated to the teacher.
- c. Use available channels of communication when interacting with administrators, community agencies, and groups in accordance with school district policy.

13.5(3) Each administrator shall:

- a. Use appropriate and available instructional personnel, materials, time, encouragement and equipment necessary to accomplish the designated task in fulfillment of the goals of the school district.
- b. Adhere to and enforce school law, state board regulations, and school district policy which has been communicated to the administrator.
- c. Use available channels of communication when interacting with teachers, community agencies and groups in accordance with school district policy.
- d. Establish and use consistent management techniques to accomplish the designated task pertaining to scheduling, finance, public relations and personnel.

282—13.6(272) Analysis of individual needs and individual potential. The competent educator shall utilize or promote the utilization of appropriate diagnostic techniques adopted by the school district to analyze the needs and potential of individuals:

Among others, the following techniques should be considered:

1. Personal observation.
2. Analysis of individual performance and achievement.
3. Specific performance testing.

282—13.7(272) Instructional procedures. Each competent educator shall seek accomplishment of the designated task through selection and utilization of appropriate instructional procedures.

13.7(1) *Each educator shall:*

- a. Create an atmosphere which fosters interest and enthusiasm for learning and teaching.
- b. Use procedures appropriate to accomplish the designated task.
- c. Encourage expressions of ideas, opinions and feelings.

13.7(2) *Each teacher shall:*

- a. Create interest through the use of available materials and techniques appropriate to varying abilities and background of students.
- b. Consider individual student interests and abilities when planning and implementing instruction.

13.7(3) *Each administrator shall:*

- a. Support the creation of interest by providing the materials and equipment within the scope of available resources, time, and encouragement necessary for the teacher to accomplish the designated task.
- b. Make reasonable assignment of tasks and duties in light of individual abilities and specialties as designated by appropriate endorsements and approvals granted by the state.

282—13.8(272) Communication skills. In communicating with students, parents and other educators, each competent educator, within the limits prescribed by assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task.
2. Use language and terminology which are relevant to the designated task.
3. Use language which reflects an understanding of the ability of the individual or group.
4. Ensure that the designated task is understood.
5. Use feedback techniques which are relevant to the designated task.
6. Consider the entire context of the statements of others when making judgments about what others have said.
7. Encourage each individual to state ideas clearly.

282—13.9(272) Management techniques. The competent educator shall:

1. Resolve discipline problems in accordance with the law, school district policy, and administrative regulations and policies.
2. Maintain consistency in the application of policy and practice.
3. Use management techniques which are appropriate to the particular setting such as group work, seat work, lecture, discussion, demonstration, individual projects and others.
4. Develop and maintain positive standards of student contact.

282—13.10(272) Competence in specialization. Competent educators shall:

1. Possess knowledge within their area of specialization consistent with their record of professional preparation.
2. Be aware of current developments in their field.
3. Possess knowledge of resources which may be utilized in improving instruction in their area of specialization.

282—13.11(272) Evaluation of learning and goal achievement. A competent educator accepts responsibility commensurate with delegated authority to evaluate learning and goal achievement, and the competent educator shall:

1. Utilize appropriate types of evaluation techniques.
2. Utilize the results of evaluations for planning, counseling and program modification.
3. Analyze and interpret evaluations effectively for the purpose of improving instruction.
4. Explain methods and procedures of evaluation to those concerned.
5. Provide frequent and prompt feedback concerning the success of learning and goal achievement efforts.

282—13.12(272) Human and interpersonal relationships. Competent educators maintain effective human and interpersonal relations skills and therefore:

1. Shall encourage others to respect, examine, and express differing opinions or ideas.
2. Shall not knowingly misinterpret the statements of others.
3. Shall not show disrespect for or lack of acceptance of others.
4. Shall provide leadership and direction for others by appropriate example.
5. Shall offer constructive criticism when necessary.
6. Shall comply with requests given by and with proper authority.
7. Shall not assign unreasonable tasks.
8. Shall exercise discretion and reasonable judgment in the use of authority.

282—13.13(272) Personal requirements. In assessing the mental or physical health of educators, no decision adverse to the educator shall be made by the board except on the testimony of personnel competent to make such judgment by reason of training, licensure and experience in professions, a significant concern of which is the study, diagnosis and treatment of physical or mental health. However, each competent educator within the scope of delegated authority shall:

1. Be able to engage, except when temporarily disabled, in physical activity appropriate to the designated task. The term “temporarily disabled” covers physical and mental conditions. No adverse decision will be rendered by the board against a temporarily disabled educator solely for that reason, and the issue as to the nature of an alleged disability shall be decided in the same manner as set forth in the preceding paragraph.

2. Be able to communicate effectively to accomplish the designated task.

3. Appropriately control emotions, the expression of which is likely to interfere with the designated task or be detrimental to the learning process and to otherwise compromise the educator’s effectiveness.

4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

These rules are intended to implement Iowa Code chapter 272.

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